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BSTRACT

Students participating in ccmmunity-based jcb xploration prcgrams will ccmplete fcrms in this bocklet at various imes throughout the experience. The prcgrams allcw students to bserve and participate in the daily rcutine of selected jcbs with elected community resource persons. These fcrms serve as a diary of xperiences. Preliminary sections outline the steps students will ollow throughout the program and require the students tc write down ny they chose a particular site and jcb and what their expectatiens re. Topics are suggested for the students' first interviews with heir resource persons. Cther sections call for students tc identify hysical and training requirements cf the jcbs, describe the sites nd jcbs, enter photos or drawings cf the jcb activities, relate heir own values to those required by the jcbs, and attempt tasks in ommunications and mathematics relevart tc the jcbs. Included with his student form is a brief form for the resource persen to omplete. It identifies the job's physical requirements, safety onditions, tools and equipment, reading materials, special ocabulary, and specific tasks in areas of ccmmunicatiens and math. he students can use the rescurce perscr's ccmpleted form in deciding hether to go intc greater depth in explcring specific jcbs. (AV)

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Student Record of Community Exploration.

Student _____

Site _____

Resource Person _____

Starting Date _____ Completion Date _____

SØ 010 862

Northwest Regional Educational Laboratory

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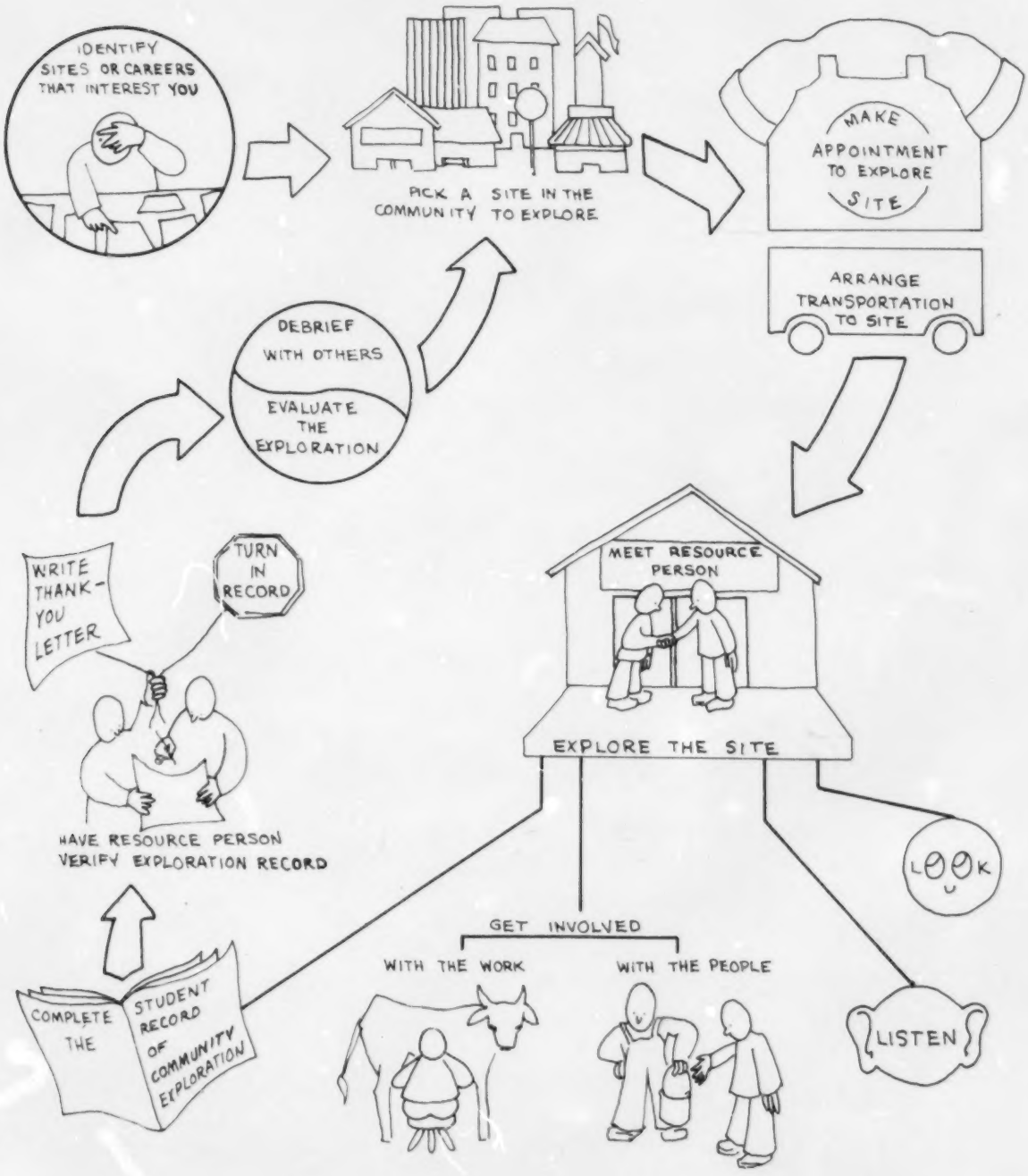
Your Community Exploration Path

The illustration below shows the steps you follow during a community exploration. You can use this illustration to explain to your family and friends how you are learning in the community.



Student Checklist for Community Explorations

Follow these steps to complete the activities outlined in this Exploration Record.

- ☐ Go to the community site and meet your resource person.
- ☐ Arrange your exploration schedule with the resource person.
- ☐ Give your community resource person the Site Information form included in this record book. The resource person should complete this form and return it to you.
- ☐ Interview the resource person and record your interview in writing or on tape.
- ☐ Gather information about the job you're exploring; keep printed materials in a notebook or folder for reference.
- ☐ Answer questions in this record book.
- ☐ Take photographs or draw sketches and write descriptions of site scenes.
- ☐ Draw a floor plan of your resource person's work area.
- ☐ Record job skills required and note whether you can do them.
- ☐ When your resource person returns the completed Site Information form, check it with your staff adviser and, on pages 12 and 13 of this record, write in basic skills from the form.
- ☐ Complete the basic skills tasks.
- ☐ Write a summary of how you feel about this exploration on the Comment Page.
- ☐ Check one of the three boxes on page 15.
- ☐ Turn this guide over to your community resource person to evaluate and sign if it is satisfactory.
- ☐ Write a thank-you letter to the resource person and give a copy of this letter to your staff adviser.
- ☐ Turn in the Exploration Record to school staff for evaluation; if it is unsatisfactory or incomplete, continue working on it until it is accepted by staff as satisfactory.

Getting Started on Your Exploration

Community Site _____

Resource Person _____

Address _____ Telephone _____

What type of job are you about to explore? _____

Before you explore this site and job, describe what you expect, based on information from career tests you have taken or knowledge you already possess.

Why did you choose this job to explore? _____

What do you think this exploration will be like? _____

Fill in the dates and hours you have agreed to be at the job site.

Week of	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*

Interview Your Resource Person

Using topics and questions suggested below, interview your community resource person. You may record the interview in one of the following ways:

- ☐ use a tape recorder to capture the entire interview as it happens
- ☐ take notes as you conduct the interview and then summarize or report on it by talking into a tape recorder
- ☐ take notes as you conduct the interview and then write them up into a short paper

(Check the box in front of the option you choose.)

SUGGESTED INTERVIEW TOPICS

Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety

Products and services offered: what the job site produces, how its activities relate to community needs and to the consumer economy

Organizational structure: the company's management patterns, where and how decisions are made and communicated to employees, channels employees have to air their needs and criticisms

Specific job qualifications: legal (such as age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials

SUGGESTED INTERVIEW QUESTIONS

What do you do during a typical day?

What type of dress is acceptable — that is, slacks, jeans, shirt and tie?

How did you get started in this job?

What are the special training, schooling, experience requirements?

What are the opportunities for advancement?

What is the estimated salary range?

How long have you been on this job?

How long have you been with this company?

What previous jobs have you held?

What do you like and dislike about your job?

Submit your interview to school staff when you complete this Exploration Record.

Look At Job Site Requirements

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

Special height	Ability to sit long periods
Special weight	Driving ability
Adequate vision	Special voice qualities
Ability to distinguish colors	Special appearance
Physical strength	Ability to stand long periods
Ability to stoop long periods	Ability to lift weights over 50 pounds

Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not. (Remember, you may find ones not listed above.)

Physical Requirement	*I Have It*	*I Don't Have It*

Training and Experience

What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

Describe the Community Site You Are Exploring

Does it provide a **service** for customers or the public? ☐ Yes ☐ No

Does it **manufacture** a product? ☐ Yes ☐ No

Does it **sell** a product or products? ☐ Yes ☐ No

Describe the service or product:

Describe the Job You Are Exploring

What kinds of **equipment and tools** are used on this job?

What are some **activities and work tasks** typical of this job?

Describe the Site With Pictures and Words

Put photographs, drawings or cartoons in the boxes provided and below the pictures write descriptions of services, products, equipment or people that are in the pictures.

Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	*Do you like to do this?*	*Can you do it?*
Working With Things			
Precision work			
Operating equipment			
Handling materials			
Working With Information			
Interpreting facts			
Organizing and using information			
Copying, sorting and putting things together			
Working with numbers or words			
Working With People			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

What do you consider to be the skills and aptitudes **most necessary** to performance of this job?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills	*Ways You Could Learn Them*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

What interests and aptitudes do you have that might not be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Map Out Your Work Environment

The actual physical environment where a person works can have very important effects on job satisfaction and general well-being. With this in mind, draw the floor plan of the job site you are exploring in the space below

On the floor plan, identify and show locations of equipment, stock, merchandise and so forth. Put an "X" to locate your resource person's primary work area. Also indicate locations of windows, other light sources and heating/cooling vents in relation to this primary work space. Emphasize details you especially like or dislike — such as a window view of a beautiful tree or a source of cold air on your neck.

Think About Values

Before exploring the job, look at the values listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal values	Social values	Work values
☐ independence	☐ human rights	☐ job security
☐ surroundings	☐ group rights	☐ wages and benefits
☐ loyalty	☐ equal opportunities	☐ competition
☐ self-satisfaction	☐ environment issues	☐ advancement
☐ leadership	☐ teamwork	☐ status
☐ appearance/grooming	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your community resource person work alone or with many people? _____

_____

Is the work area comfortable, safe and well-lighted? _____

What are the special rules for appearance? _____

Describe opportunities to show independence and leadership _____

_____

Social Values

Can workers of either sex work in this job? (If not, why not?) _____

_____

If you can, give an example of this company or agency's concern for protecting the environment _____

_____

Is there a procedure for workers to influence decision making? _____

_____

Work Values

What wages are paid for a beginning worker in the job you are exploring? _____

_____

Is there a union or bargaining group to represent workers? _____

Is there a group insurance plan here? _____

What are the opportunities for promotion? _____

Does this company provide inservice training for employees? _____

_____

Communications Skills Required by This Job

See the Site Information form for this site. On page 6 of that form the resource person has described three actual job tasks requiring communication skills.

Copy those three tasks below and verify with your resource person that they are still necessary tasks for the job you are exploring. (If any of them are not, ask your resource person to write another task for you.)

Try to perform **all three** tasks. The purpose is for you to discover some of the real requirements of this job in the area of communications skills. You may be unable to perform one or more of the tasks, but trying them will give you a better idea of what this job requires.

Have your resource person sign the form. The resource person's signature certifies that you **tried to** perform the tasks and whether or not you had difficulties.

1. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

2. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

3. _____

_____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

_____ _____

Community resource person *Date*

Mathematics Skills Required by This Job

See the Site Information form for this site. On page 7 of that form the resource person has described five actual job tasks requiring mathematics skills.

Copy those five tasks below and verify with your resource person that they are still necessary tasks for the job you are exploring. (If any of them are not, ask your resource person to write another task for you.)

Try to perform **all five** tasks. The purpose is for you to discover some of the real requirements of this job in the area of mathematics skills. You may be unable to perform one or more of the tasks, but trying them will give you a better idea of what this job requires.

Have your resource person sign the form. The resource person's signature certifies that you **tried to** perform the tasks and whether or not you had difficulties.

1. _____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

2. _____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

3. _____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

4. _____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

5. _____

☐ Performed satisfactorily ☐ Performed with difficulty ☐ Can't do

_____ _____

Community resource person *Date*

Comments and Evaluations

Student: Write one or two statements about this community exploration summing up your reaction to it, particularly how it matches up with your career expectations.

_____
Signature *Date*

Community Resource Person: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

_____ has completed this Exploration Record to my satisfaction.

_____
Signature *Date*

School Staff: Write your evaluation of this exploration and how it has affected the student's self-awareness and career planning.

_____
Signature *Date*

BUSINESS AND OFFICE

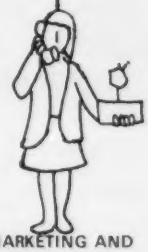
FINE ARTS AND HUMANITIES

CONSUMER AND HOMEMAKING-RELATED

CONSTRUCTION

PERSONAL SERVICES

MANUFACTURING



MARKETING AND DISTRIBUTION

To the student: Based on the exploration you just completed, check one of the statements below that best fits how you feel.

- ☐ I do not want to explore this kind of job further.
- ☐ I want to explore this kind of job further, but on another site.
- ☐ I do not want to explore this kind of job right now, but I may want another look in the future.

HEALTH

COMMUNICATIONS AND MEDIA

PUBLIC SERVICES

HOSPITALITY AND RECREATION

ENVIRONMENTAL CONTROL

MARINE SCIENCE

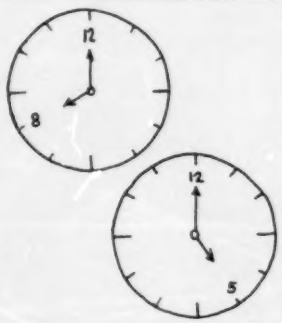
AGRI-BUSINESS AND NATURAL RESOURCES

TRANSPORTATION

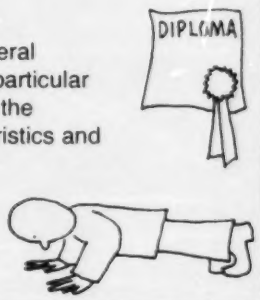
Community Exploration Learning Objectives

Completing an exploration will help you organize your experiences at a community site so you will grow in the following ways.

1 gain a more realistic sense of the typical workday in jobs of interest to you



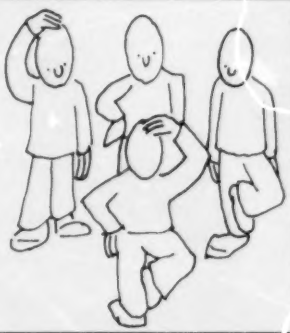
2 increase your general knowledge about particular jobs by identifying the personal characteristics and training required



3 improve your skills in choosing a career by comparing your personal characteristics and values with the job's characteristics

4 improve your critical thinking skills by making observations and drawing conclusions about your job site experiences

5 learn to interact with many different adults in a variety of environments



6 gain a better understanding of the relationship between learning and earning a living

7 learn to find your way around the community more easily

8 acquire practical experience in writing, speaking, listening and mathematics as these skills relate to specific jobs

Site Information for Student Community Exploration

To be completed by the community resource person in preparation for a student's exploration of that person's job and workplace.

Community Site

Job/Department

Address/Phone

Resource Person

School Staff Contact

Date

Supplementary Material for
Experience-Based Learning:
How to Make the Community Your Classroom

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SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to your work:

____Heavy lifting_____

____Carrying_____

____Stooping_____

____Standing long periods_____

____Sitting long periods_____

____Special voice qualities_____

____Tolerance for noise_____

____Special appearance_____

____Tolerance for odors_____

____Driving ability_____

*Please list any other special physical requirements*_____

_____

Clothing, Equipment Requirements

____Driver's license____Hard hat____Coveralls____Rain, foul-weather gear

____Uniform_____

____Other_____

Safety Conditions

Please describe special safety restraints or conditions at your job site:

TOOLS, MATERIALS AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Precision instruments:

Work samples and materials:

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.)

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

Special classes the student might be able to take:

READING MATERIALS CHECKLIST

Which of these are available to students at your site?

- ☐ Job application forms
- ☐ Notices and signs on job site
- ☐ Forms (order forms, invoices)
- ☐ Catalogs
- ☐ Brochures or printed advertising
- ☐ Manuals and written instructions
- ☐ Schedules or lists
- ☐ Account statements
- ☐ Letters, memos, notes (a sampling)
- ☐ Reports, pamphlets or articles in publications
- ☐ Telephone lists or lists of extensions
- ☐ Address lists
- ☐ Labels or writing on packages
- ☐ Union contracts
- ☐ Personnel tests regularly administered
- ☐ Any other specific work-related materials
- ☐ List others

_____

_____

_____

Using the list above as a reference, select <u>three</u> pieces of written material you feel must be read in order to do the job satisfactorily.

_____

_____

_____

BASIC SKILLS ASSESSMENT

COMMUNICATIONS SKILLS

Describe three communications tasks essential to satisfactory performance of the job the student will be exploring. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

1.

2.

3.

If you cannot readily think of three job tasks using communications skills you may wish to use the following as examples:

1. *Student will copy vocabulary list from page 8 of this Site Information form and, at completion of exploration, explain the meaning of each term to the satisfaction of the resource person.*

2. *Student will demonstrate the ability to read and use a telephone message form by accurately recording in writing a telephone message for someone.*

BASIC SKILLS ASSESSMENT

MATHEMATICS

Select five mathematics tasks essential to satisfactory performance of the job the student will be exploring or typical of work done regularly in that job. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

1.

2.

3.

If you cannot readily think of job tasks using math skills, you may wish to use the following as examples:

1. *The student will demonstrate the ability to identify by sight a half-inch wrench.*

2. *The student will figure out how much is 37 percent of $500 (with 100 percent accuracy).*

SPECIAL VOCABULARY

List any special vocabulary a person needs in order to perform this job. It will be the student's responsibility to find the meanings of these terms before leaving your site.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Collect company materials such as brochures, organizational charts, job descriptions, employee handbooks, legal codes applicable to the job and other items of interest and keep these in a notebook or folder for reference.

Remember to turn in a copy of your resource person interview and thank-you letter with the completed Exploration Record.